

Activities for a read aloud sequence

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This sequence is suitable for classes of:

- Primary School since 4th Grade
- Middle School
- High School

of any size, knowing that the idea is to create groups of 6 students with a text.

A. Copyright

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B. Sequence introduction

This sequence integrates the fictorial (fiction with a tutorial goal) *Fairies vs Facts. From reading to theater* adapted in a way that it resembles as much as possible an actual teacher's planner.

The proposed sequence focuses on english oral, reading, history and science learning for a group read aloud project involving teachers of English, history and sport education.

The knowledge and skills mobilized by subject are:

- in English, this project will mobilize the skills of text comprehension, reading aloud and memorization
- in History, this project will mobilize the knowledge and skills of understanding human societies in time and space with their contemporary consequences
- in sport education, this project will mobilize the skills of teamwork, task sharing and physical expression for the production of an artistic work such as a play

Illustrations and informations about the author, characters and locations are available on [ArkeoTopia website - Reading, a child's play](#) page.

C. Sessions detailed

Session 1 : Project introduction

Time frame: 45 minutes

Prerequisite: none

Material: 1 copy of the [novel Fairies vs Facts](#) - movie *Fairies vs Facts, from reading to theater* – computer with video-projector or interactive whiteboard (IWB) or Interactive

Multimedia System like an Interactive Projector Game System (IPGS)

Organization: a group of students

1. 5 mn – Present the novel *Fairies vs Facts at Brocéliande* and its author, Christiane Angibous-Esnault (see her biography in the previous chapter).
2. 10 mn – Open a discussion with the class asking how many students can simultaneously read such a novel - showing them the copy of *Fairies vs Facts at Brocéliande*. Collect feedback and retain the idea, if given, to read the same parts of the novel at the same time using photocopies of the text for everyone. At that point, the class will understand that this is what they will do while transforming the novel into a play.
3. 15 mn – Demonstrate how the transformation is done by watching the fictorial *Fairies vs Facts. From reading to theater*.
4. 15 mn – Discuss with the students what will be the necessary equipment for setting the scene and whether or not to reproduce what has been seen in the movie in an identical way. The issue of motion picture and book copyrights should also be brought up (first see user licenses at the end of the page, then help the students identify what the character of Eva says in the movie about the possibility of copying 10% of a book content for educational purposes).

If the students are not familiar with a fiction book, it might be useful to dedicate some time for the group to identify the book title, the names of the author, the illustrator and the editor, and to introduce what a novel is in comparison to a short story.

Session 2: Reading and discovering the book section

Time frame: 45 minutes

Prerequisite: having completed session 1 – Project introduction and having a 3rd grade reading level

Material: 1 copy of the novel *Fairies vs Facts at Brocéliande*– [photocopies of the verbal jousting section for each student](#)

Organization: a group of students

1. 5 mn – Recap of the previous session
2. 5 mn – Teacher's first reading aloud, using intonation
3. 20 mn – Reading aloud of the verbal jousting section, one sentence per student, one student at a time. This exercise is also a good way to review the notion of sentence: it starts with a capital letter and ends with a period. Do not hesitate to copy a larger portion of the text than the one comprising the verbal jousting, so that each student could read at least two sentences.
4. 20 mn - Questions for text comprehension – What is the number of characters? How are they related to one another in the story? Where does the action take place? What is the story about? Etc.

Session 3: Organization and first rehearsal

Time frame: 45 minutes

Prerequisite: having completed sessions 1 and 2 and having a 3rd grade reading level

Material: 1 copy of the novel *Fairies vs Facts at Brocéliande* – photocopies of the verbal jousting section for each student – stage director's index cards

Organization: a chosen number of groups of 6 students

1. 5 mn – Recap of the previous session

2. 20 mn – Divide the class into groups of six. Ask each group to decide the role of each participant and write it on a sheet of paper. Mention that this list will be the stage director's index card, and will be entrusted to the person playing Manon's character. On the director's index card the students will write the titles of the movie, the novel, the name of the drama group and the list of students corresponding to the assigned characters.
3. 10 mn – Each group rehearsing reading aloud using intonation

Homework: students should learn the text by heart and know the texts of the actors performing immediately before and after them.

Session 4: Reading and rehearsal

Time frame: 45 minutes

Prerequisite: having completed sessions 1, 2 and 3 and having a 3rd grade reading level

Material: 1 copy of the novel *Fairies vs Facts at Brocéliande* – photocopies of the verbal jousting section for each student – stage director's index cards

Organization: groups of 6 students

1. 5 mn – Recap of the previous session
2. 30 mn – Each group presents their rehearsal work from the previous session to other groups as well as their observations regarding possible additions or modifications to the play.
3. 10 mn – Continue practicing reading aloud within the groups with special focus on the intonation work based on the previous session feedback.

Homework: students should learn the text by heart **with intonation** and know the text of the actors performing immediately before and after them.

Session 5: Reading and setting the scene

Time frame: 45 minutes

Prerequisite: having completed sessions 1 to 4 and having a 3rd grade reading level

Material: 1 copy of the novel *Fairies vs Facts at Brocéliande* – photocopies of the verbal jousting section for each student – stage director's index cards

Organization: groups of 6 students

1. 5 mn – Recap of the previous session
2. 15 mn – Discussing the different possibilities for setting the scene: an appropriate locale for staging the play, useful stagecraft elements and the definition of accomplishment criteria (e.g. mastery of the text, stage presence, acting style with facial and physical expressions). Within each group students should note their observations on the director's index card.
3. 25 mn – Reading aloud and acting rehearsal within each group

Session 6 – Collective acting rehearsal

Time frame: 45 minutes

Prerequisite: having completed sessions 1 to 5 and having a 3rd grade reading level

Material: 1 copy of the novel *Fairies vs Facts at Brocéliande* – stage director's index cards – useful stagecraft for the chosen setting

Organization: groups of 6 students on the set

1. 5 mn – Recap of the previous session

2. 10 mn – Warm-up
3. 15 mn – Groups performing and providing constructive feedback for each other to discuss and implement
4. 15 mn – New rehearsals based on feedback

Session 7: Theater play

Time frame: 45 minutes

Prerequisite: student having completed sessions 1 to 6 and students knowing their text by heart

Material: 1 copy of the novel *Fairies vs Facts at Brocéliande* – director's index cards – useful stagecraft for the chosen setting.

Organization: groups of 6 students on the set

1. 10 mn – Recap of the previous session; the teacher organizing the groups' order of appearance based on stage directors' index cards
2. 30 mn – Scene play by groups with evaluation based on the chosen criteria

Session 7 should be repeated as many times as necessary for each group to master their play.

It is important to take into account the time allocated for the students' self-evaluation as the assessment skill is part of the skills to be acquired in the Civics class.